



2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, May 18, 2021

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation:

McKinney Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A of the ESSA (42 U.S.C. 11431 et seq.)

Grant period:

From 09/01/2021 to 08/31/2022

Pre-award costs:

ARE NOT permitted for this grant

Required attachments:

Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization Bryan Independent School District

Campus name Project Hope

CDN 021902

Vendor ID

ESC 6

DUNS

Address 1901 E Villa Maria

City Bryan

ZIP 77802

Phone 979-209-7042

Primary Contact Tara Dupper

Email tara.dupper@bryanisd.org

Phone 979-209-7042

Secondary Contact Donna Willett

Email donna.willett@bryanisd.org

Phone 979-209-1054

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

Grant application, guidelines, and instructions

Debarment and Suspension Certification

General Provisions and Assurances

Lobbying Certification

Application-Specific Provisions and Assurances

ESSA Provisions and Assurances requirements

Authorized Official Name Dr. Christie Whitbeck

Title Superintend.

Email christie.whitbeck@bryanisd.org

Phone 979-209-1000

Signature *Christie Whitbeck*

Date

Grant Writer Name Tara Dupper

Signature *Tara Dupper*

Date 5/6/21

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

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RFA/SAS #

701-21-114/293-22

2021-2022 Texas Education for Homeless Children and Youth

Page 1 of 12

3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Students experiencing homelessness require a number of interventions to ensure academic success.	Funding from this proposal will provide for a case manager position to conduct interventions geared towards removing barriers to academic success with students experiencing homelessness.
Students experiencing homelessness require additional support to engage in summer school.	Funding from this proposal will provide for a summer school case management position to help students who had been identified in the previous school year as experiencing homelessness to engage in summer school.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The goal through this proposal is that students experiencing homelessness will improve their school attendance as a result of the interventions of the full-time case manager hired through the school year, and the summer school case manager for the duration of the summer school session.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Students experiencing homelessness who have had an attendance intervention will demonstrate any improvement to their attendance rate by the end of the first quarter.
 Students experiencing homelessness who have had an attendance award will at minimum maintain their attendance rate.

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark**

Students experiencing homelessness who have had an attendance intervention will improve their attendance rate by 2% at the end of the second quarter.

Students experiencing homelessness who have had an attendance award will at minimum maintain their attendance rate.

Students will demonstrate a pass rate within 5% of the general population pass rate.

Third-Quarter Benchmark

Students experiencing homelessness who have had an attendance intervention will improve their attendance by 2% (over the rate established at the 2nd quarter benchmark) at the end of the third quarter.

Students experiencing homelessness who have had an attendance award will at minimum maintain their attendance rate.

Students will demonstrate a pass rate within 5% of the general population pass rate.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The purpose of this programming is to provide interventions to improve student's school attendance. During the school year, data will be obtained weekly to determine which students are in need of interventions. On a monthly basis, data will be obtained to show the attendance of students after interventions have been implemented. The case manager and supervisor will analyze progress and regress and modify activities as applicable in striving for better outcomes. For instance, if the case manager provided interventions to a student and found that attendance did not improve, the case manager will increase efforts and seek out additional feedback from the student or caregiver as appropriate as to additional supports needed in order to improve attendance.

For students with whom interventions are followed by improvements in attendance, the case manager will provide incentive rewards and continue to encourage success with these students.

During the much shorter summer school session, case management analysis of attendance will be more immediate. The target group (summer school students identified as homeless in the previous year) is also a smaller group, which allows for more ongoing and regular interaction. The case manager will monitor attendance of this group at least every other day and provide intervention immediately for each absence. Students in good attendance will receive incentive awards.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements
4. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines.
5. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Texas Education for Homeless Children and Youth Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
7. The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
8. The applicant provides assurance that performance evaluation reports are submitted for each year grant funds are received.
9. The applicant provides assurance that fiscal monitoring reports are submitted for each year grant funds are received.
10. The applicant provides assurance that the use of subgrant funds will comply with section 11432(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
11. The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
12. The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment, and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.

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8. Statutory/Program Assurances (Cont.)

13. The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
14. The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical Education, Gifted and Talented, and English Learner.
15. The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
16. The applicant provides assurance that collaboration will occur with the McKinney-Vento Liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
17. The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
18. The applicant provides assurance that all identified and enrolled are accurately reported in Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) in a timely manner.
20. The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
21. The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.
22. The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings
23. The applicant provides assurance to submit a detailed report that includes all grant activities and usage of funds for the 2021-2022 Texas Education for Homeless Children and Youth (TEHCY) grant.

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RFA/SAS #

701-21-114/293-22

2021-2022 Texas Education for Homeless Children and Youth

Page 5 of 12

9. Statutory Requirements

1. Provide a description of the proposed grant activities, programs, and services. This description should include how they address the identified needs and promote equitable access to program services needed to improve academic outcomes for homeless children and unaccompanied youth. Include the resources, strategies and/or systems that will be implemented to support target goals and outcomes, document progress and milestones, and observable results of the proposed grant activities, programs, and services. (*Complete the attached TEHCY Grant Activity Chart, see the Program Guidelines for further guidance on completing the attachment)

Through this programming, Project Hope will hire a full-time case manager to focus on the attendance of students experiencing homelessness. Including: providing incentive rewards to these students with good or improved attendance; providing interventions for students who are showing poor attendance to improve; and addressing barriers to good attendance among all students experiencing homelessness. The CM will engage daily with the students, run weekly attendance reports to guide services, and run monthly reports on academic progress and indicating attendance progress after interventions have been made to determine effectiveness. Monthly reports will be staffed with the CM supervisor. In addition, the CM will create and distribute outreach materials to help educate parents and students about attendance. A Summer School Case Manager will be hired to focus on the students identified as homeless in the previous school year who have been referred for summer school. SSCM will engage with students to be sure they are aware of summer school programming, and remove any barriers to access and attendance. SSCM may also provide incentive awards for good attendance or completion of summer school goals.

Funding will be utilized to increase the presence of support staff for the Summer School session for the Assistant Homeless Liaison who works a 187-day schedule to support students identified the previous year as homeless and their families. Backpacks and school supplies will be purchased to provide for homeless students in need, with a focus on providing incentives for improving attendance and awards for good attendance.

Funding will pay for professional development activities related to serving students experiencing homelessness and implementation of grant activities such as attending the TEA TEHCY statewide conference.

2. Provide a description of the extent to which: A) The application reflects coordination/collaboration with other local and state agencies that serve homeless children and unaccompanied youth. Include a list of agency, community, and LEA collaborators and a brief description of the proposed coactivities that will support implementation of the proposed grant activities, programs, and services; B) the proposed use of funds will facilitate the enrollment, identification, and educational outcomes of homeless children and unaccompanied youth; C) the extent to which the applicant will promote the meaningful involvements of parents or guardians of homeless children and youth in the education of their children; and D) The extent to which homeless children and unaccompanied youth will be integrated into the regular education program.

A) Twin City Mission- homeless and domestic violence shelters for families, additional housing support programming. Project Hope will work with TCM to identify homeless students and coordinate efforts to ensure good attendance. Family Promise of Bryan College Station - homeless shelter for families. PH will work with FP to identify homeless students and coordinate efforts to ensure good attendance. Methodist Children's Home - provides case management for families. PH will work with MCH serving mutual families towards the goals. PH will also refer families to MCH for their additional support. Mays Business School, Texas A&M - The Student Council Serve group donates funds, food, clothing and school supplies to PH to be used to remove barriers to academic success for homeless students. Responsive to differing requests. First Baptist Church Sunday School group - Donates funds, food and toiletries to PH to remove barriers for students. Responsive to differing requests.

B) All of the funded activities proposed in this grant support the identification and educational progress of homeless students.

C) The CM will engage caregivers and students through phone calls, home visits, and emails on the issues related to attendance and academic success.

D) Homeless and UHY are fully integrated into the regular education program at Bryan ISD. No segregation exists. When services are provided, they are kept confidential. Tangible provisions (i.e., clothing, food, school supplies) are disguised in generic backpacks when given.

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9. Statutory Requirements (Cont.)

3. Identify the types, intensity, and coordination of services to be provided in coordination with Title I, Part A, Homeless Reservations including: A) The process to review and develop the LEA's plan for coordinating services to support eligible homeless children and unaccompanied youth using Title I, Part A Homeless Reservations. Include the actual reservation for 2019 -2020 and the planned reservation for 2020 -2021 (**Complete the attached Title I, Part A and McKinney-Vento Program Coordination Chart**), and B) How the LEA determine its reservation amount for services to support homeless children and unaccompanied youth. Include how the LEA assists staff in understanding the LEA's policy or procedure to support homeless children and unaccompanied youth on all campuses regardless of the Title I status, use of these funds, and how the LEA addresses the needs of homeless children and youth in their district or campus improvement plan.

A) The reservation is determined by a formula based on the number of identified students experiencing homelessness who attend schools that are not considered Title I schools. The actual reservation for 2019-2020 was \$16,310 and for 2020-2021 \$17,763.

B) To ensure that sufficient funds are reserved under Title I, Part A, relevant data is reviewed and the needs of students experiencing homeless to be addressed are identified. The amount of funds necessary to provide services is then determined by multiplying the number of identified homeless students at non-Title I campuses by 0.5 of the McKinney-Vento per student allocation.

Bryan ISD includes in it's policies all requirements related to providing services to homeless children regardless of Title I status.

4. Provide a description of established LEA processes to develop, review and revise current LEA policies and procedures to ensure that its proposed grant activities, programs, and services will not isolate or stigmatize homeless children and unaccompanied youth. (**Complete the attached McKinney-Vento Policies and Procedures Chart**)

Bryan ISD has adopted all legislative requirements related to serving homeless students. Bryan ISD ADMISSION/ HOMELESS Students Policy speaks to this requirement.

In practice, Bryan ISD retains confidentiality of the status of homeless and UHY students. Physical records and lists are kept in secured files; discussions related to homeless status take place outside of audible range of the general population; and tangible support given is disguised in generic backpacks if given in the school setting. No photos or names identifying homeless students displayed publicly or visible to the public.

Homeless students are given access to all educational opportunities open to the general population.

Upon identification, all students identified as homeless are confidentially referred to the child nutrition program for free lunch and no identifiers exist in the public view.

For school of origin transportation, students are routed onto buses serving the general population.

The grantee assures that the LEA is committed to not isolating or stigmatizing homeless children or unaccompanied youth.

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9. Program Requirements

Note to Applicants: Refer to the TEHCY Program Implementation Levels of Service and Support when addressing the four program requirements listed below.

1. Provide a description of the process and procedures that are utilized to enroll, identify, and provide all three levels of TEHCY program services and support for homeless children and unaccompanied youth who are: A) Entering and/or returning to their schools from summer or holiday break, B) Experiencing homelessness after the school year has started, C) Are not currently enrolled or attending school, and D) Are eligible for early childhood and/or prekindergarten programs.

All students are assessed for homelessness with registration paperwork - the Student Residency Questionnaire which exists both for paper enrollments and electronic, in English and Spanish. The SRQ is used both for new and returning students upon registration. This document is also completed whenever a family indicates that they have a change of address or change of living situation. Registrars are trained annually on the process of identifying through this paperwork, and on the legislative requirement for immediate enrollment of students claiming homelessness. Registrars and all BISD staff are annually trained on how to identify a possibly homeless situation when engaged with a student or family. When an SRQ indicates possible homelessness and when any staff member hears information that a student may be living in a homeless situation, Project Hope takes the referral and contacts the family to make a determination.

PH works with local organizations and serves on collaborative networks to help broaden the understanding of homelessness and how it can impede a student's success in school. If any student is identified as out of school inappropriately, PH will receive a referral. PH will coordinate as necessary between the out of school student and the receiving campus to ensure that the student is enrolled as soon as possible.

Bryan ISD's PreK Department conducts ongoing outreach to the community to raise awareness of eligibility for early childhood and PreK programs. PH's Homeless Liaison staffs PreK enrollment events to assess for homelessness.

2. Provide a description of the annual McKinney-Vento professional development plan that is currently in place to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. Include training dates, duration of training, who was trained/will be trained, and a summary of the training content and evaluation process. Include both external and internal professional development activities.

Training of Project Hope staff includes all staff participating in the TEA Homeless Conference, lasting approx 3 days in fall. The focus is on serving students experiencing homelessness in education. Evaluations conducted by hosts. Ongoing trainings through TEAHCY, NAEHCY, Region 6 and other groups focusing on serving homeless children are completed by the Homeless Liaison throughout the year. Evaluations conducted by hosts.

The Homeless Liaison participates in the Texas Network of Youth Services conference hosted in June which addresses serving vulnerable youth in a number of settings. Evaluations conducted by hosts.

Training of Bryan ISD staff includes a start of year training of Data Services staff (i.e., registrars, attendance clerks) and training at the first Counselor's Meeting on identification and enrollment, school of origin selection and transportation, child nutrition referrals and other PH supports. Evaluations conducted by PH staff. PH also trains new Registrars and Counselors individually at the start of year and throughout the year as needed.

The Attendance CM funded through this proposal will train campus staff at established campus meetings on the aspects of the CM role as described in this proposal. Evaluations will be conducted by CM.

PH conducts ongoing training on basics of identification and rights of homeless students of all BISD staff through brief presentations at established meetings, posters, brochures and on the all staff Blog. (No evals on these.)

Training of Community Members and Organizations take place with an annual training of the members of the Brazos Valley Homeless Coalition on raising awareness of eligibility, rights, and school processes and services.

Evaluation conducted by PH. PH also presents annually to the Community Partnership Board, a local network of organizations which meets thrice annually. No evals conducted. Presentations to faith-based/service groups are conducted throughout the year, generally with a focus on identification and rights, experiences, and to invite tangible support from the community (no evaluations conducted).

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9. Program Requirements (Cont.)

3. Provide a description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for elementary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance and engagement, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g. Special Education, English Learners, and Gifted and Talented), D) Bridging program support services, E) Assessment interventions and scores, F) Discipline interventions, G) Tutoring services, H) Supplemental academic programs, and I) Other programs or services.

The grantee assures a commitment to addressing the unique academic needs and equitable outcomes of elementary homeless students, including collaboration and coordination of services throughout the district.

A and B) Funding will support a case manager to focus on attendance and progress in school, including on-time promotion. The CM will conduct daily interventions to engage with students and families to address attendance and participation in class. The CM will utilize campus staff, including teachers, district staff and PH staff as appropriate in an ongoing basis to determine the best course of action to help the student succeed.

C) The Homeless Liaison maintains ongoing communication with special program services to ensure that homeless students are served. The HL will run reports monthly to note representation in special programs and address under- or over-representation in the respective groups.

D) PH collaborates with other district programming supporting student needs, alongside counselors and other support staff

E) The CM will monitor academic scores of homeless students monthly.

F) PH collaborates and responds to concerns from campus staff on discipline issues.

G) Any student in need of tutoring is offered services as available through Bryan ISD.

H and I) Students are equally assessed for supplemental academic programs, and other programs and services. Students experiencing homelessness may be eligible for fee waivers, or may receive assistance with fees or items needed to participate from PH.

4. A description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for secondary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance, engagement, and truancy interventions, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g., Special Education, English Learners, and Gifted and Talented), D) Advanced placement and dual credit course work, E) Transcript review for appropriate full or partial credit, F) Credit recovery or credit repairs services, G) Assessment interventions and scores, H) Discipline interventions, I) Four-year cohort graduation, J) Graduation of all homeless students (e.g., current cohort, continuers and early graduates), K) College and career readiness programs and support services, L) Post-secondary transition plan, and M) Other programs or services.

The grantee assures a commitment to addressing the unique academic needs and in supporting equitable outcomes of secondary homeless students, including collaboration and coordination of services throughout the district.

A) Funding will support a case manager to focus on attendance and progress in school, including on-time promotion. The CM will conduct daily interventions to engage with students and families to address attendance and participation in class. The CM will utilize campus staff, including teachers, district staff and PH staff as appropriate in an ongoing basis to determine the best course of action to help the student succeed.

B, D, E, F, G, I, J, K and L) Grant activities support on-time graduation through emphasis on attendance and academic progress. PH coordinates with academic counselors, career readiness staff, teachers, and other staff who work with students on campus for on-time promotion, advanced placement, all credit related work, assessments, graduation related needs, college and career readiness, transitioning out of school, and other programs within the school, in particular the Pregnancy Related Services and the alternative high school. PH focuses summer school secondary interventions on credit recovery.

C) The Homeless Liaison maintains ongoing communication with special program services to ensure that homeless students are served. The HL will run reports monthly to note representation in special programs and address under- and over-representation in the groups. H) PH is responsive to concerns from campuses on discipline issues.

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group Barrier

Group Barrier

Group Barrier

Group Barrier

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Case Manager	\$58,563
2.	Summer School Case Manager	\$5,280
3.	Summer School Assistant Liaison	\$2,297
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Attendance Incentives and Awards	\$2,000
12.		
13.		
14.		

Other Operating Costs

15.	Travel	\$1,000
16.	Professional Development	\$2,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: \$71,140

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended

Negotiated Change or Amendment

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